DOCUMENT RESUME

ED 204 598 CE 029 540

AUTHOR	Dreves, D. W.; Nerden, Joseph T.
TITLE	Identification of Issues Relating to the Role of Vocational Education in Serving Older Persons. Final Report.
INSTITUTION	Conserva, Inc., Raleigh, N.C.
SPONS AGENCY	Office of Vocational and Adult Education (ED), Washington, D.C.
BUREAU NO	498AH90015
PUB DATE	Jun 81
CONTRACT	300-79-0706
NOTE	96p.; For related documents see CE 028 857, CE 029 538-539, and CE 029 542.
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Access to Education; *Adult Vocational Education; Aging (Individuals); Diffusion; *Educational Opportunities; Employment; *Information Dissemination; Material Development; *Older Adults; Policy; Program Guides; *School Role; Volunteer Training; Workshops

ABSTRACT

The purpose of a project was to identify and explain the issues involved in formulating a role for vocational education in serving the employment-related training needs of older persons. The overall goal was to identify, analyze, describe, and disseminate information concerning policy and planing issues, service needs, service providers, alternative service models, and programmatic service occupations. The information would (1) lead to improved opportunities for obtaining vocational skills training and (2) enable older adults to serve in a manner utilizing their accumulated knowledge, skills, and experience. Major tasks were developing an information dissemination plan, conducting a literature review that resulted in a summary of the state-of-the-art, preparation and dissemination of a planning paper and program guide, production of an advocacy film, development of a promotional brochure, and conducting of four regional information dissemination workshops. (Appendixes, amounting to approximately one-half of the report, include participant lists and agendas for project meetings and workshops, project correspondence, and workshop materials.) (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED204598

Final Report

Project No. 498AH90015

Contract No. 300790706

IDENTIFICATION OF ISSUES RELATING TO THE ROLE OF VOCATIONAL EDUCATION IN SERVING OLDER PERSONS

D. W. Drewes
Joseph T. Nerden
Project Co-Directors

CONSERVA, Inc.
401 Oberlin Road, Suite 110-112
Raleigh, NC 27605

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

June, 1981

U. S. DEPARTMENT OF EDUCATION

Office of Vocational and Adult Education

Washington, DC

CE 029 540

Contract No: 300790706

Office of Vocational and Adult Education

DISCRIMINATION PROHIBITED - No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance, or be so treated on the basis of sex under most education programs or activities receiving Federal assistance.

The activity which is the subject of this report was supported in whole or in part by the U. S. Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the Department of Education, and no official endorsement by the Department of Education should be inferred.

ABSTRACT

This final report describes a project conducted to assist state and local vocational education agencies, adult education agencies, and state agencies on aging to improve the access of older persons to education and training which will equip them for paid and unpaid employment. The overall project goal was to identify, analyze, describe and disseminate information concerning policy and planning issues, service needs, service providers, alternative service models, and programmatic service operations that (a) will lead to improved opportunities for older persons to obtain vocational skills and technical knowledge and training, and (b) that will enable older persons to serve in in a paid or unpaid capacity in a manner that utilizes their accumulated knowledge, skills and experience.

Major activities used to achieve project goals are reported. Descriptions of major project products are provided. Results of four regional workshops used to disseminate project products and to provide a forum for agency discussion of issues surrounding provision of education and training for older persons are presented. Conclusions are offered which summarize the current state of agency response to education and training needs of older persons. Obstacles that have interfered with the operation of a coordinated and comprehensive system of services to older persons are identified, and recommendations for alleviation offered.

TABLE OF CONTENTS

	Page
INTRODUCTION	1
Background	1
Problem Statement	7
Policy Issues	7
Purpose of the Project	10
PROCEDURES	13
Technical Advisory Group (TAG)	13
Development of Information Dissemination Plan	15
Conduct Literature Review	16
Summary of the State-of-the-Art	20
Preparation and Partial Dissemination of the Planning Paper	22
Prepare Program Guide and Disseminate	25
Advocacy Film Production	29
Design and Distribute a Promotional Brochure	30
Regional Information Dissemination Workshops	31
RESULTS	35
Major Products	35
Summaries of Workshop Evaluations	38
Dissemination Results	40
Advocacy Film Distribution	41
CONCLUSIONS	43
APPENDIX	48

INTRODUCTION

BACKGROUND

Americans are growing older. Declining birth rates, decreasing death rates and longer life expectancies have combined to increase the numbers of these euphemistically referred to as older Americans. The over-55 population is expected to increase twenty percent by the turn of the century.[1] By the end of the next half-century, the number of Americans over sixty-five will have doubled.[2]

These demographic trends can be anticipated to produce significant changes in the age distribution of adults. By 1990, those 55 and over will account for 27.1 percent of the civilian non-institutionalized population aged sixteen and older--a slight decline from the 27.2 percent in 1980. In contrast, the proportion of those young adults aged 16-24 can be expected to drop sharply from 21.8 percent in 1980 to 16.7 percent in 1990. Thus, in less than a decade, the ratio of older adults (65 and over) to young adults (16-24) can be expected to increase 30 percent--from 1.25 in 1980 to 1.62 in 1990.

Two basic approaches can be taken to the contributions of older persons to American life. One approach assumes that retirement is a deserved reward for work and that older persons should withdraw from active work life to passively enjoy the returns of their labor. The other approach assumes that work is a part of life and that older persons should be provided needed educational and training opportunity to apply their talents and capabilities in a productive manner.

Conserva, Inc.

A number of social forces are impacting upon the economic opportunity structure for older persons. Some forces are serving to extend the opportunities for a productive work life; others are operating to restrain the extension of these opportunities. On the basis of available evidence, the forces acting to restrain the continued contribution of older Americans appear to be dominant. The labor force participation rate of older workers has undergone drastic decrease. For men aged 55-64, the rate has declined from 94 percent in the 1930's to 83 percent in 1970. During the period 1970-77, the rate declined by nine percentage points and is projected by the Department of Labor to plummet to 65 percent by 1990. The situation is reversed, however, with respect to working women. The participation rate for women aged 55-64 increased from 27 percent to 43 percent during the two decades from 1950 to 1970 and has remained relatively constant thereafter.[3]

There are signs that the trend is not irreversible.

In a recent Harris Poll:

- 51 percent of the employees surveyed indicated a preference for work rather than retirement;
- 48 percent of those 50-64 expressed a desire to continue working past 65;
- 46 percent of retirees said they would rather be working; and
- 53 percent of retirees wished that they had never stopped working.[4]

In an earlier survey, Harris found that of 4.4 million people who retired, two out of five had stopped work against their will.

Forty-one percent of retired males did not want to quit work. Of those retirees who were poor and black, half had left unwillingly. Of the more than four million people over sixty-five who had retired, three out of ten desired paid work. From the sample results, he concluded that another two million were interested in serving as volunteers.[5]

Labor force participation statistics also tend to obscure the discouraged worker syndrome--those who become disillusioned about finding a job and retire from the labor force. Sheppard, in analyzing BLS unpublished data, reported a 162.5 percent increase from 1973-77 in the estimated number of discouraged workers.[6] He surmised that many move from the ranks of the unemployed to being discouraged and then to being self-defined as retired.

Older persons need and desire education and training. A 1974 Harris poll showed that twenty-nine percent of persons sixty-five and older who were still working wanted to learn new skills. Of those in the fifty-five to sixty-four age bracket, nearly two out of every five were interested in job training.[7]

The extent of vocational education responsiveness to the needs of older persons is not documented. Enrollment data by age are not routinely collected as a part of the Vocational Education Data System (VEDS). Some state plans provide enrollment figures by age groupings. Most do not. Data from the 1978 Report of Participation in Adult Education indicated that approximately 40,000 adults aged 55 years and above were enrolled full-time in occupational programs of six months or more duration.[8] Data on part-time enrollments of older adults were not provided.

Interest in serving the needs of older Americans has burgeoned during the past two decades. This growing interest stems from the interaction of two major social forces: intensified social consciousness exemplified by the civil rights and feminist movements and a fundamental shift in the age structure of the U. S. population. Due to a long-term decline in the fertility rate and substantial increases in life expectancy, the age structure of the U. S. population is shifting more rapidly than was anticipated even a few years ago. It is estimated that by 1990, a cohort of 39 million Americans aged 60 or older will exist, equal in size to the numbers of Americans in their twenties or thirties (U. S. Department of Labor and the U. S. Department of Health, Education and Welfare, 1978).

The implications of this change are fairly profound. The aging of America may well beacon a new era in social and political action which involves a shift of focus from the problems and needs of America's youth to the problems and needs of America's elders. Of central concern is the ability of a constricted youth-based labor force to support an expanded older population. If the nation cannot or will not expand its capacity to support more persons in retirement, the American economy may be forced to retain and absorb an unprecedented number of older workers. The Federal Government's commitment to fostering employment and training opportunities for older adults is exemplified in the recent passage of a number of pieces of legislation which contain sections directly addressed to the employment needs of the older population. In essence, the way is being legislatively paved for older

Americans to remain in or re-enter the labor force on a full or part-time, voluntary or paid basis.

Part of the Federal mandate is directed toward vocational education. The Age Discrimination Study[9] conducted by the U. S. Commission on Civil Rights in 1977 found discrimination on the basis of age in the delivery of Federally supported services and benefits to exist to some extent in each of the Federal programs studied. Two of the recommendations resulting from that study centered on vocational education opportunities for older adults. These were:

1. That the U. S. Office of Education (USOE), based on State and local needs assessment data, develop appropriate technical assistance to assist State vocational education agencies to work effectively with its grantees to develop vocational education programs and activities to attract and to meet the needs of older persons;

2. That failure of the State vocational education agencies to respond to this initiative be regarded as a violation of the Age Discrimination Act and appropriate steps be taken to apply sanctions recommended in the report (U. S. Commission on Civil Rights, 1977).

In response to these recommendations, the U. S. Office of Education (USOE) awarded a contract to CONSERVA to implement a project geared to the identification of issues that relate to the role of vocational education in serving older persons.

Notes:

[1]New York Times, The National Recruitment Survey. October 14, 1979.

[2]U. S. News and World Report, February, 1979.

[3]Work in America Institute, Inc. The Future of Older Workers in America--New Options for an Extended Working Life. Scarsdale, NY: Author, 1980, p. 35.

[4]National Committee on Careers for Older Americans. Older Americans: An Untapped Resource. Washington, DC: Academy for Educational Development, 1979, p. 7.

[5]Ibid, p. 6.

[6]U. S. Department of Labor, Employment and Training Administration. Employment Related Problems of Older Workers: A Research Strategy. R&D Monograph 73. Washington, DC: USDOL, ETA, 1979.

[7]Marilyn R. Block, and others. Uncharted Territory: Issues and Concerns of Women Over 40. College Park, Maryland: University of Maryland Center on Aging, August, 1978.

[8]National Center for Education Statistics. Participation in Adult Education--1978 Report. Washington, DC: NCES, 1980.

[9]United States Commission on Civil Rights. The Age Discrimination Study. Washington, DC: Author, December, 1977, pp. 101-102.

PROBLEM STATEMENT

The extent to which older workers are and will continue to be utilized in our society depends upon the interplay of various social and economic forces. These forces form the contextual background for de jure and de facto public and private policies and practices directing the utilization of human resources. The evolutionary development of these policies and practices is determined by those forces which have gained social ascendancy.

The role of vocational education as a developer of the untapped potential of older persons will be forged against this milieu. The problem faced in the project was to depict in broad strokes the issues to be resolved and the challenges to be met in developing a planned approach to the provision of employment-related education and training services to older adults. To facilitate such an approach, the following issues were identified as those which require immediate attention, and through which it was deemed probable that a national program of education and training suited to the needs of older persons could be inaugurated.

POLICY ISSUES

OLDER PERSONS--PASSIVE RECIPIENTS OR ACTIVE PARTICIPANTS

Issue at Question

The critical question to be resolved is "What should be the role of older persons in American society?" Questions arise such as "Should older persons be provided financial independence in a

manner that rewards them for withdrawing from active work into comparative isolation, or should they be encouraged to remain, and their talents and capabilities utilized in a productive fashion?" The argument that social security would provide financial security while at the same time reducing the competition for jobs may have been a necessity as our country was emerging from the great depression of the 1930's. The continued validity of that argument bears close examination.

EDUCATION AND TRAINING FOR OLDER ADULTS--A PERIPHERAL SOCIAL SERVICE OR A SOCIAL ENTITLEMENT

Issue at Question

The overarching issue is "What importance should be given to the employment of older persons?" The concern for this question raises other questions associated with it such as "If employment of the aging is but a peripheral concern, then continuation of the present service emphasis may be justifiable; however, if the emphasis is on jobs, --jobs for older persons who need to supplement their retirement income, jobs both paid and unpaid for those who need to feel needed and useful to society, jobs for those who have been displaced because of technological obsolescence, jobs for homemakers who must re-enter the labor force, then is there not a critical need to re-assess our current employment and training efforts?" No integrated or unified policy currently exists for guiding national employment and training efforts for older adults. Few programs direct their efforts specifically to the preparation of older Americans for employment. For those programs that do, the major emphasis is on subsidized employment with job development and placement services offered in a supportive capacity.

OLDER PERSONS--SPECIAL NEED LEARNERS OR REGULAR STUDENTS

Issue at Question

The issue at question is "Can older persons be served in regular vocational education programs or

must they be provided special assistance in order to succeed in their preparation for entrance or re-entrance in the labor force?" This issue is complex and raises many subsidiary questions in connection with the issue at question. As one considers the structure of contemporary vocational education, the question arises whether a different configuration of educational resources would better serve the adult boom which is already here and the special segment of older persons. The traditional vocational education programs as they are conducted on the secondary, postsecondary and adult levels of education can serve individuals in a "business-as-usual" approach, an approach that is compatible with the current mix of resources, or they can shift to meet the changing demographic tide with its consequent implications for change-over costs.

COMMUNITY SERVICE--NONTRADITIONAL VOCATIONAL EDUCATION?

Issue at Question

The issue that is of most concern here involves a determination of "To what extent should vocational education assume the responsibility for training for community service activities?" Again, subsidiary questions are raised in connection with this major issue. These include questions which deal with the assumption of the role of vocational education to assume the responsibility for training as well as awareness of and sensitivity to community problems such as crime, delinquency, alcoholism, drug abuse, discrimination, unemployment and underemployment, poor housing, inadequate transportation and other issues. The fundamental rationale for undertaking this role would be that these problems are addressable through improved community services and that vocational education can contribute to the improvement of these services. If education is indeed the warp of the community fabric, and if the redevelopment and redirection of American society is dependent upon the skills of its community members, then the challenge to vocational education is clear.

COMPREHENSIVE SERVICE DELIVERY--WHAT ROLE FOR VOCATIONAL EDUCATION?

Issue at Question

The issue raises the question of "What is the role of vocational education in a coordinated and comprehensive delivery system of services to older persons?" Subsidiary questions are raised also in connection with the foregoing major issue; they include: Of the three alternative roles for vocational education, which role will best serve the needs of older persons? One role for vocational education is to take a leadership role by becoming the focal point for comprehensive service delivery. Another role would be for vocational education to provide employment and training services to older persons on a contractual basis with a local area agency on aging. The third role would be for vocational education to operate as an independent agency providing employment and training services augmented by whatever supporting services might be required.

PURPOSE OF THE PROJECT

It was the purpose of this project to identify and explicate the issues involved in formulating a role for vocational education in serving the employment related training needs of older persons. The contract awarded to CONSERVA, Inc. by the United States Department of Education, Bureau of Adult and Vocational Education, had as the overall project goal to identify, analyze, describe and disseminate information about:

- Policy and Planning Issues;
- Service Needs;
- Service Providers;
- Alternative Service Models; and
- Programmatic Service Operations

that will (1) lead to improved opportunities for older persons to obtain vocational skills training, and (2) enable older persons to serve in a manner that utilizes their accumulated knowledge, skills and experience.

The following Project Objectives, designed to facilitate the implementation of statewide programs of education and training programs for older persons, reflect the need to establish state-level coordinative functions, and also assistance to regional and local agencies in coping with the organizing, implementing and assessing of services for older persons:

1. The establishment of communication linkages with the numerous public and private agencies, organizations and groups concerned with the welfare of older persons;

2. The identification and collection of relevant information of use to policy makers and planners in the formulation of goals, objectives and strategies for improved access to vocational programs;

3. The in-depth analysis of the collected data to determine the information relevant to policy making, planning and program implementation;

4. The conduct of four regional workshops that had as their primary objective the development of diffusion strategies and activities for linking vocational education into a comprehensive delivery system for providing social services and skills training to older persons; and

5. The development and dissemination of background papers and technical assistance materials.

This final report describes how the overall goal and the objectives of the project were accomplished. Presented in the following

chapter are the procedures used to develop and disseminate the information, data and products of the project which are described briefly in the foregoing discussion. This is followed by a chapter on project results, including a description of the major products of the project and an evaluation of project activities. The final chapter on Conclusions provides an analysis of the contribution of the project to the urgent need for older persons to be served by education and training, and recommendations for action to be taken at Federal, State and Local levels in order to assure growing numbers of older persons ready access to quality programs of vocational education.

PROCEDURES

In this chapter, a description of the methodology employed in achieving the project goal is provided. The procedures used to accomplish each of the specific project objectives are initially described. Following is a description of the procedures used to disseminate project information and to promote increased awareness of older persons as a population in need of education and training services.

In all, the older persons project included nineteen discrete tasks, some of which involved the preparation of quarterly and semiannual reports. Tasks other than those of a reporting nature were concerned with the activities required to assemble a functioning technical advisory group (TAG) and to produce the documents/products. Each major task will be briefly described.

FINALIZE AND CONDUCT THE INITIAL MEETING OF THE TECHNICAL ADVISORY GROUP

An early meeting was sought with the U. S. Department of Education Project Monitor to finalize the selection and appointment of individuals who were to serve on the Technical Advisory Group. Prior to the approval of the project by the Department of Education, tentative assent had been received from a number of individuals who represented agencies and organizations directly functioning in the field of services to older persons. The meeting was held in Washington at the Department of Education and the final decision on the membership of the Technical

Technical Advisory Group was completed. Shortly thereafter, the first meeting of the TAG was conducted in Washington for the purposes of reviewing with the TAG members all of the specific tasks that were to be undertaken during the months ahead and to obtain from the group the advice, assistance and counseling needed to assure a successful project. The CONSERVA staff conducted the meeting over a period of one day, and the TAG had as its targets:

1. to provide guidance and input in all phases of the project; and
2. to provide advice to the contractor on vocational education for older persons.

Since many of the TAG members were located in the Washington, D. C. area and were either directly connected with federal agencies or were administrators in one of the national agencies which administer to the needs of older persons, the selection of a suitable site in the Washington area presented no problems. The meeting was held in the U. S. Department of Education building on Constitution Avenue. A copy of the agenda for the meeting is provided in the appendix. In general, the agenda conformed to the following format:

1. Goals and objectives of the project
2. Requested role of the Project Advisory Committee/TAG
3. Task content and revision of management plan with emphasis upon:
   a. involvement of the TAG in key tasks
   b. dissemination plan
   c. contact sources for the forthcoming Planning Paper

d. Program Guide content
e. 16mm film content
f. regional information dissemination workshops

4. Review committee composition

5. Regional workshop format

The thrust of the TAG meeting was realized, in that much valuable advice and assistance was provided by the membership in attendance.

DEVELOPMENT OF INFORMATION DISSEMINATION PLAN

Early in the project, steps were taken to confer regularly with the Project Monitor and to develop cooperatively a dissemination plan designed to afford the greatest possible visibility and use of the major products of the project. During the project, considerable information was assembled relative to individuals and agencies that should receive copies of products of the older persons study, and throughout the project the list of individuals and organizations was continually updated. Input from the first TAG meeting was helpful in the formulation of a listing of specific recipients for project products. As part of the overall plan, a pattern for distribution was produced, samples of mail-out letters were prepared and the design of the promotional brochure that would facilitate self-mailing was finalized. Members of the TAG group received the modified and considerably expanded dissemination plan, supplied additional suggestions for consideration, and the final list was supplied to and approved by the U. S. Department of Education. In general, CONSERVA produced a large file of mailing lists of various vocational education groups in the nation including:

1. National Council of Large City Directors of Vocational Education;

2. Research Coordinating Unit Directors in the United States and its territories;

3. State Advisory Councils of Vocational Education Directory;

4. State Directors of Vocational Education;

5. State Vocational Education Equity Coordinators; and

6. State officials with responsibilities for vocational education for persons with special needs.

Additionally, CONSERVA acquired the directory of state agencies designated to administer Title III and Title VII of the Older Americans Act, and from this directory identified additional persons and agencies who were targeted for receipt of the major products of the project.

At the conclusion of the project, a final listing of recipients for the major products of the project was prepared and supplied to the Contracting Officer as a project deliverable. This list was finalized following the completion of the four regional information dissemination workshops.

CONDUCT LITERATURE REVIEW

The CONSERVA project staff made a concerted effort to identify and review all literature relating to current vocational education programs and other related activities that were being supplied to older persons. There were seven major component parts in the literature review. These included:

1. a comprehensive library search;

2. contact with knowledgeable persons such as directors of vocational education, heads of university gerontological centers, state agencies on aging, state office on adult education, and congressional sources;

3. contact with foundations/associations;

4. contact with publication editors;

5. review of related conference proceedings;

6. a screening and review of state plans for vocational education and the subsequent annual reports; and

7. contacts with agencies in the private business sector.

CONSERVA conducted a comprehensive library search both in Raleigh and in the general area of the Washington office. The library search in North Carolina included libraries at all four major universities in the Research Triangle area: North Carolina State University, the University of North Carolina at Chapel Hill, North Carolina Central University and Duke University. CONSERVA staff also visited the University of Maryland, Federal Agency Information Banks in the greater Baltimore/Washington area including the National Clearinghouse on Aging and its computer search facility, the Information Resources Center, and the HUD Library and Information Division.

The foregoing agencies and personnel were reached in an effort to determine the extent to which vocational education for older persons was being supplied. This search was supplemented by screening the re-

ports contained in ERIC, the National Technical Information Service (NTIS), the National Clearinghouse on Aging, the Clearinghouse on Adult Education and Life-long Learning, and the Federal Community Education Clearinghouse for additional evidence of ongoing services and activities. The context also provided an opportunity to review all of the journals from 1975 on, such as the American Vocational Association Journal (Voc Ed) and others in the field of services to the aging.

All individuals who were responsible for directing university-based gerontological centers, and all State Departments of Vocational Education were contacted by telephone and by letter, and were briefly informed of the project goals and asked to identify all recent literature on the subject of vocational education and training for older persons. Functioning gerontological centers and geriatric centers contacted included:

1. The Institute of Gerontology, University of Michigan, Ann Arbor;
2. The Philadelphia Geriatric Center, Philadelphia;
3. The Institute for Study and Aging at the University of Miami in Coral Gables, Florida;
4. The Levinson Gerontological Policy Institute at Brandeis University in Waltham, Massachusetts; and
5. The University of Southern California Gerontology Center at Los Angeles.

The project co-directors also contacted appropriate congressional sources, especially the chairperson of the U. S. Senate Special Committee on Aging, in an effort to identify relevant documents that

would either soon be available or were currently in the public domain. The resultant acquisition of the "publications list" containing literature on aging provided new channels for further investigation.

As the literature search proceeded, it became clear that many agencies were concerned with the needs of the aging for education and training. The following sixteen agencies were contacted in the course of the project:

1. The American Vocational Association;
2. The National Advisory Council on Vocational Education;
3. The American Personnel and Guidance Association;
4. The National Council of Large City Directors in Vocational Education;
5. The National Vocational Guidance Association;
6. The National Center for Research in Vocational Education;
7. The National Institute on the Aging;
8. The National Council on the Aging;
9. The Federal Council on Aging;
10. The National Council of Senior Citizens;
11. The National Association of Area Agencies on Aging;
12. The Administration on the Aging;
13. Adult Education Association of the U.S.A.;
14. National University Extension Association;
15. Association for Continuing Higher Education; and
16. American Association of Community and Junior Colleges.

Additionally, the CONSERVA staff reviewed the proceedings of the American Vocational Association Conventions for the two years prior to the initiation of the project, and found some relevant information pertaining specifically to the concerns of providing vocational education for older persons. Still further, the Vocational Education State Plans and Annual Reports were reviewed to determine the nature and extent of state activity with respect to training and education for older persons.

In total, information was collected from a network of sources. Each item of information was systematically recorded in a card file arrangement which contained the title and source of the information, the type of information included, a synopsis of the content and the major characteristics of the program or service which provided vocational education for older persons. A sample of the reference card used for collection of data is included in the appendix.

SUMMARY OF THE STATE-OF-THE-ART

As the first major product, the Summary of the State-of-the-Art represented the end result of intensive search for literature relevant to the vocational education and training needs of older persons. The Summary of the State-of-the-Art was planned to provide a national overview of vocational efforts as they relate to older persons. The topics addressed in that document included:

TABLE OF CONTENTS

	Page
ACKNOWLEDGMENTS	iv
INTRODUCTION	1
Overview	1
Organizational Structure	2
FEDERAL/STATE POLICY ON VOCATIONAL EDUCATION FOR OLDER PERSONS	3
Vocational Opportunities for Older Adults: The Federal Mandate	3
The Vocational Education Act, as Amended	4
State Policy on Vocational Education for Older Persons	4
VOCATIONAL EDUCATION OPPORTUNITIES FOR OLDER ADULTS	6
Federal Support	6
Educational Opportunities	6
Employment and Training Services	9
PROGRAM DEVELOPMENT: AN OVERVIEW OF CURRENT METHODOLOGIES AND PRACTICES	10
Planning	10
Goals/Objectives Determination	12
Needs Assessment	12
Assessment of Educational and Community Resources	14
Counseling and Referral	15
OLDER PERSONS AS EDUCATIONAL RESOURCES	18
SUMMARY	19
REFERENCES	20
APPENDIX	
PROJECT METHODOLOGY	25

An initial summary provided in draft form to the Technical Advisory Group provided a cameo treatment of each of the above topics and provided detailed explanations of the relationships between each of the topics. The Technical Advisory Group, which received the first draft of the document, reviewed it with great care and supplied information, critiques and suggestions relative to modifications that should be made in the document. When the final draft of the document was complete, 800 copies were printed in typeset format on 8 1/2 by 11 inch paper stock with a professionally designed cover. The copies were three-hole punched to facilitate placement of the document in three-ring binders. Ten copies of the Summary of the State-of-the-Art were supplied to the Contracting Officer as a project deliverable together with the complete set of negatives. All members of the Technical Advisory Group received copies of the Summary of the State-of-the-Art Copies were disseminated in accordance with the approved Dissemination Plan.

PREPARATION AND PARTIAL DISSEMINATION OF THE PLANNING PAPER

Much of the information collected during the literature review task and developed as conclusions in the Summary of the State-of-the-Art document formed a critical basis for the development of the Planning Paper. The Planning Paper focused on the policy issues surrounding provision of employment related training to older persons. The Paper was written so as to have utility for major State agencies concerned with the needs of the aging. The utilization of the Planning Paper stresses the urgency for the agencies to work in collaboration to achieve a uni-

fied and coordinated program of services for older persons. The design of the Planning Paper may be noted from the Table of Contents which follows:

TABLE OF CONTENTS

	Page
PREFACE	ii
CHAPTER 1. THE GRAY TIDE	1
A Rising Demographic Force	1
The Older Worker	3
Vocational Education and Older Persons	5
CHAPTER 2. OLDER PERSONS--PASSIVE RECIPIENTS OR ACTIVE PARTICIPANTS	8
Causal Forces	8
Issue at Question	11
CHAPTER 3. EDUCATION AND TRAINING FOR OLDER ADULTS--A PERIPHERAL SOCIAL SERVICE OR A SOCIAL ENTITLEMENT	12
Employment Related Programs	12
Issue at Question	14
CHAPTER 4. OLDER PERSONS--SPECIAL NEED LEARNERS OR REGULAR STUDENTS	16
Adult Learners	16
Issue at Question	19
CHAPTER 5. COMMUNITY SERVICE--NON-TRADITIONAL VOCATIONAL EDUCATION?	21
The Community Service Concept	21
Issue at Question	23
CHAPTER 6. COMPREHENSIVE SERVICE DELIVERY--WHAT ROLE FOR VOCATIONAL EDUCATION?	24

Page

Administration on Aging and Vocational Education. 24
Issue at Question 25

CHAPTER 7. SUMMARY RECOMMENDATIONS 27

Congress. 27
The Department of Education 30
The Administration on Aging 31
The Department of Labor 31
The Department of Education, Administration on Aging and Department of Labor. 32
State Responsibilities 32
Local Vocational Education Agencies and Institutions and Area Agencies on Aging 33

REFERENCES. 34

The points on which the Planning Paper focused were primarily those that would direct the attention of state level personnel to the problems and issues which face agencies in attempting to bring to fruition a well-coordinated program of vocational preparation and associated services needed by older persons to enter and succeed in the labor force. To this end, emphasis was placed upon the identification of the major issues surrounding the role of vocational education in serving the education and training needs of older persons. Recommendations were offered at the Federal and State levels.

An initial draft of the Planning Paper was prepared by the CONSERVA staff and submitted to the project Technical Advisory Group for its review and critique. The information received from the Technical Advisory Group was utilized for the development of the final draft. Eight hundred copies were printed in typeset format on 8 1/2 x 11 inch paper stock with a professionally designed cover. Ten copies of the re-

vised Planning Paper were supplied to the Contracting Officer as a project deliverable together with the complete set of negatives. Copies were disseminated in accordance with the approved Dissemination Plan .

PREPARE PROGRAM GUIDE AND DISSEMINATE

The Program Guide was planned to be used by vocational education planners and policy makers at both the state and local levels. Possible adaptation by other agencies was also contemplated and was regarded as an important consideration in the preparation of the document. The Program Guide was produced to serve as a state and local level instrument for use in initiating, developing and expanding vocational education programs for older persons. The Program Guide was developed around a broad outline of critically needed aspects and issues facing the development and implementation of programs of vocational education for older persons as noted in the following Table of Contents:

TABLE OF CONTENTS

		Page
1.	OVERVIEW	1
	VOCATIONAL EDUCATION AND THE OLDER POPULATION	2
	PURPOSE	3
	ORGANIZATION	3
	NOTES	3
2.	PLANNING	4
	POLICY DEVELOPMENT	4
	Policy Issues	4
	Policy Development Cycle	5

Page

NEEDS ASSESSMENT 8

Individual Needs 8
Socioeconomic Needs. 11

GOALS AND OBJECTIVES DETERMINATION 12

How to Formulate Goals and Objectives. 13

STRATEGY IDENTIFICATION. 14

Major Vocational Service Strategies. 14
Choosing an Appropriate Strategy 15
A Group Process for Strategy Identification and Choice . . . 15

RESOURCE PROCUREMENT 16

Resource Acquisition 25

REFERENCES 26

3. COORDINATION OF SERVICE DELIVERY 27

AGENCY IDENTIFICTION 27

Vocational Education 27
Adult Education. 28
Administration on Aging. 29
Prime Sponsors 29

DETERMINATION OF INCENTIVES/BARRIERS TO COORDINATION 30

Mandated Coordination. 30
Planning 30
Governance 31
Geographical Considerations. 31
Lack of Knowledge. 31

SELECTION OF COORDINATIVE ARRANGEMENTS 32

Subcontract. 32
Inter-Agency Agreement 32

SHARED WORKING RELATIONSHIPS 32

REFERENCES 34

Page

4. OUTREACH AND RECRUITMENT 35

IMPORTANCE 35

DEVELOPING AN EFFECTIVE OUTREACH PROGRAM 35

Identifying the Target Groups. 36
Selecting Outreach/Recruitment Methods 36
Developing the Message 37
Timing Outreach Activities 38

REFERENCES 38

5. SUPPORTIVE SERVICES. 39

THE DECISION TO PROVIDE SUPPORTIVE SERVICES 40

Type of Supportive Services Offered. 40
Level of Resources 41
Who Should Provide Services. 41

REFERENCES 42

6. INSTRUCTION. 43

THE OLDER ADULT AS LEARNER 43

FACILITATIVE INSTRUCTIONAL STRATEGIES. 44

The Discovery Method 45

INSTRUCTIONAL OPTIONS. 46

Regular Programs 46
Regular Programs with Supplemental Support 46
Separate Programs. 47

NOTES. 48

REFERENCES 48

7. EMPLOYMENT SERVICES. 49

PLACEMENT SERVICES 49

FOLLOW-UP SERVICES 51

Page

Post-interview Follow-up 51
Post-orientation Follow-up 51
Subsequent Follow-up 52

CAREER DEVELOPMENT 52

Private Sector Training and Development. 52
Job Development. 53

NOTES. 56

REFERENCES 57

8. INVOLVING OLDER PERSONS AS VOLUNTEERS. 58

POTENTIAL ROLES. 58

PLANNING THE VOLUNTEER PROGRAM 59

OPERATION OF A SENIOR VOLUNTEER PROGRAM. 61

Orient Staff 61
Establish Community Support. 61
Identify Needs for Volunteers. 62
Recruit Senior Volunteers. 62
Screen and Select Applicants 62
Place Volunteers 63
Orient and Train Volunteers. 63
Follow-Up. 63

NOTES. 64

REFERENCES 64

When the first draft of the Program Guide was prepared, it was reviewed by a select committee of critics convened in Washington, D. C. The names and the organizational connections of the reviewers and a copy of the meeting agenda are included in the appendix. The Review Committee supplied many useful suggestions and recommendations which were incorporated in the final draft of the Program Guide. Eight hundred

copies were printed in typeset format on 8 1/2 x 11 inch paper stock with a professionally designed cover. Ten copies and a complete set of negatives of the Program Guide were delivered to the Contracting Officer as a project deliverable. Copies were disseminated in accordance with the approved Dissemination Plan.

ADVOCACY FILM PRODUCTION

A 16mm sound and color motion picture film of fifteen minutes duration was produced in conjunction with project activities. Complete with accompanying narration, the film portrays vocational education services being provided older persons as they were being prepared for entry or re-entry into the labor force. The film focuses upon the needs of older persons who desire preparation for a continuing activity in the work-world. Numerous examples of individuals involved in industry, business, health occupations and agriculture portray a wide variety of jobs for which older persons may be prepared. To emphasize the urgency of preparing older persons for the work force, four different cameos of persons are portrayed as they move through training programs and into successful employment. Actual situations were photographed on-site and are viewed as exemplary of the excellent services that can be provided by vocational education to older persons in large urban centers. Actual filming of sequences took place in Cleveland, Ohio; Baltimore, Maryland; Philadelphia, Pennsylvania; Miami, Florida; and Charlotte, North Carolina. Because of its strong advocacy position, the film, with its ex-

amples of exemplary preparation of older persons for productive work in the labor force, captured in a fifteen minute sound and color production valuable potential for its use in modifying attitudes in local, state and national circles, and in the general public at large.

The film was shown at all four of the regional information dissemination workshops and received the acclaim of the nearly one hundred persons who attended. The film was recognized for its potential influence in bringing about greater accessibility to vocational education for older persons. Plans have been made to have the film shown continuously at the forthcoming White House Conference on Aging late in 1981. Also, seventy-three prints of the fifteen-minute sound and color film have been produced and one copy sent to each of the state directors of vocational education in the fifty states and territories, along with suggestions for possible use. A copy of the letter to state directors is presented in the appendix. Complimentary prints have also been sent to the six national regional curriculum laboratories and to major agencies with a concern for aging. With such a dissemination plan and with an included listing of twenty or more suggested possible uses for the film in state, local and national situations, the advocacy of vocational education for the training of older persons should be amply realized.

DESIGN AND DISTRIBUTE A PROMOTIONAL BROCHURE

The purpose of the promotional brochure is to highlight the major products developed during the course of the project. Each major

product is described together with a synopsis of the project, a title of each of the project products, brief outlines of the documents, the film title and its specifications, instructions concerning how the film may be borrowed or purchased, and information concerning how copies of the printed products may be obtained. Draft copies of the promotional brochure were provided to each of the members of the TAG committee and to the U. S. Department of Education Project Officer for review. The resulting brochure was printed attractively as a three-fold flier and fifteen hundred copies printed. One hundred copies were provided to the Contracting Officer as a project deliverable. Copies were disseminated in accordance with the approved Dissemination Plan.

REGIONAL INFORMATION DISSEMINATION WORKSHOPS

Four regional information dissemination workshops were conducted in order to bring together major state vocational education personnel, personnel from the state agencies that address the needs and problems of the aging, and state personnel from the field of adult education. The dissemination workshops were held in Atlanta, Georgia on April 14-15; St. Louis, Missouri on April 28-29; Los Angeles, California on May 12-13; and Philadelphia, Pennsylvania on May 26-27. The individuals who were invited at project expense to participate in the activities were recommended by directors of each state agency. Those who attended the workshops are identified in the appendix by name and agency representation.

The information dissemination workshops were organized to achieve the goals: (1) promote joint collaborative action of the three major categories of agencies indicated above, and (2) focus upon major problems and issues in serving the education and training needs of older persons. Printed copies of each project product were presented to each workshop participant, and extended explanations were provided concerning the contents of the documents and the directions provided within the documents for the further implementation of programs of education and training for older persons. Workshop participants were instructed in the utilization of the publications as "tools" to build linkages and possible state cooperative efforts in achieving the broad objectives of the older persons project.

An overview of selected problems and issues was presented to the workshop groups. The overview focused upon those major problems and issues which the review of the literature and the numerous contacts with agencies and participants had indicated as the prime "hurdles" that services to older persons must clear. Of special assistance in focusing upon the most important problems and issues was the prioritized listing of topics supplied to CONSERVA by workshop invitees prior to their arrival at the respective workshops. Among the problems and issues that were stressed in the presentations and discussions were:

- How to achieve coordinative action between all major groups serving older persons;
- The need to seek increases in federal and state funding for personnel to administer and supervise the programs for the aging;

- The increasing numbers of older persons requiring services in the field of employment and training, and the urgency to locate and arrange for facilities to accommodate them;

- How to create alternative ways for the efficient delivery of employment and training services to older persons;

- The identification of ways and means to motivate and stimulate local and district initiative to engage in employment and training activities to serve older persons;

- An estimate of the number and extent of educational implications that may be expected to manifest themselves with increasing numbers of older persons being served by vocational education.

These six specific issues formed the topics of group discussions. Efforts were made by the conference leaders to involve each of the workshop participants and to make certain that every possible suggestion, observation or caution was elicited from participants. Copies of the agenda for several of the workshops are included in the appendix. The emphasis placed upon the facilitation of coordination and group action by agencies in each of the respective states may be noted.

In order to make certain that individuals who came to the workshops with pertinent problems that required solutions received that attention, a special technique was utilized in the partial solution of such problems. In small groups, questions were written, advice was provided by each of the other participants in the group, and the results of his/her specific problem questions and suggested solutions were retained by each of the participants. One of the interesting aspects of the workshop was the time devoted by individuals from the same state in preparing listings of four or five major points of emphasis that should

receive immediate attention in the development of their respective "State Plan for Older Persons." Working in small groups, each of the states developed its report and presented the major characteristics of the State Plan to the total group for discussion.

At the conclusion of the four regional information dissemination workshops, a report which summarized the outcomes and provided conclusions and recommendations for further action was prepared. Copies of this document were supplied to the Contracting Officer as a project deliverable. Also, the high points and suggestions supplied during the four information dissemination workshops were synthesized in a special report which was sent to each of the workshop participants.

RESULTS

The results of the older persons project may be seen in the products that were produced throughout the duration of the project, and the immediate impact noted by the increased awareness generated by the regional information dissemination workshops. The products of the study resulted from widespread project activities; and the long-term impact of the products should be evidenced in subsequent years when the direction and emphasis upon education and training for older persons matures and is adequately supported on all levels. Presented in this section is a description of the major project products, and a brief commentary with regard to each. This is followed by an accounting of the information dissemination workshops that were conducted in four of the large urban areas of the United States.

MAJOR PRODUCTS

The older persons project resulted in several major products for use by federal/state/local personnel in organizing and planning for statewide activities relative to the specific needs of older persons for education and training, with complementary attention given to the utilization of the documents and products by field personnel. The following is a brief description of each of the major products, accompanied by brief commentary on each.

The Summary of the State-of-the-Art

This document was the result of intensive review of the literature and a protracted literature search

for evidences of vocational education involvement in the preparation of older persons for the workforce. Universities, colleges, public school systems, state departments of education, agencies for the aging and a host of other sources were contacted and information obtained that resulted in a comprehensive review of what had transpired over the years in vocational education which was of direct benefit to, and particularly directed at, older persons who were in need of preparation for entry or re-entry into the labor force. Printed in large quantities with an attractive cover and with the full document punched to fit a three-ring binder, the expectation is that the Summary of the State-of-the-Art will receive continued and extensive utilization by students and practitioners in the field of education and training needs for older persons.

The Planning Paper

This document resulted from the findings that were obtained through the search of the literature, and from other sources that were fully cognizant of the problems and issues facing the provision of adequate and appropriate education and training for older persons. The final document was developed around a core of problems and issues, with solutions and recommendations resulting therefrom. Attractively printed with a professionally designed cover and punched to fit a three-ring binder, the document should prove to be of tremendous advantage to state level personnel primarily, but also to local personnel who are concerned with policies that need development, and procedures that must take place in order to bring together the major influences of agencies which deal with the problems of older persons. Thus, vocational education personnel, individuals concerned with all phases of adult education, and agencies that are primarily concerned with social and economic needs of older persons should find the Planning Paper a most valuable resource as they seek to bring together the intelligence and best efforts of the agencies indicated above. Out of this cooperation should come a concerted effort by all three to achieve a coordinated and unified program of services to older persons.

The Program Guide (Handbook)

The Program Guide was produced with the ultimate user of the accumulated experiences of others in mind. It provides primarily to the regional and local administrator of vocational education programs needed advice and guidance, along with suggested models and procedures for the planning, organization, implementation, monitoring and evaluation of programs of education and training for older persons. It is a practical document, and in the hands of a practical vocational educator will enable that individual to operate along the lines of a traditional vocational delivery system all the way from the recruitment and outreach aspects through the training programs and into the placement and evaluation of older persons prepared for entry or re-entry into the labor force. Attractively prepared in a soft cover and punched to fit a three-ring binder, this document should prove invaluable at the local and regional levels for vocational education practitioners, and will have unusual possibilities for the design of supervisory and administrative programs to aid persons responsible for those elements at the regional and state levels.

The Promotional Brochure

This brief document addresses all who are now, or should be, concerned with how best to plan, organize and conduct programs of vocational education and training for older persons. It directs the attention of the reader of the brochure to the sources of documents available, and the procedures to be used in obtaining the documents. For example, the major project products are described very briefly in the promotional brochure and instructions concerning their availability provided the reader. Through the promotional brochure, it is expected that the accumulated information that has resulted from the older persons project will be made available on an ever widening base and thus improve the possibilities that needs of older persons will be recognized and provided for by those best fitted to meet these needs.

Advocacy Film

One of the most dramatic products of the older persons project was the production of a fifteen-minute sound and color motion picture film entitled "Growing Older--A Time for Growth." This film portrays older persons engaging in training programs and later being placed on jobs for which training was provided. The delivery system operating from outreach and orientation through training, placement and follow-up are portrayed in exemplary circumstances in a number of large urban centers in the United States. Actual persons and actual training situations or work situations were filmed and recorded. As a powerful instrument for promoting the further development of vocational education and training for older persons, the film has unusual possibilities for widespread utilization on state, regional and local levels. A print of the film was made available, free of charge, to the directors of vocational education of the states and territories, and also to the six national regional curriculum laboratories. In addition, prints of the film were made available to the major national agencies responsible for many of the needs of older persons. The utilization of the film is expected to be broad and effective; the results should be quite noticeable in the outreach programs and subsequent training programs established in vocational facilities for providing the needed services.

SUMMARIES OF WORKSHOP EVALUATIONS

Four regional information dissemination workshops were conducted for state level personnel drawn from three major categories of agencies which deal with the problems of older persons. The agencies were state level departments of vocational education, departments of adult education and agencies in the states that deal directly with major problems affecting older persons. The four regional conferences were conducted in Atlanta, Georgia; St. Louis, Missouri; Los Angeles,

California and Philadelphia, Pennsylvania. Each conference was two days in length and concentrated upon the major problems facing state agency personnel in matters pertaining to vocational education and training for older persons to enable them to enter or re-enter the labor force.

Throughout the two days, plenary sessions and small group discussions were conducted, all targeted upon bringing about a coordinated and unified approach in providing vocational education and training for older persons at the local or regional level. The urgency to identify the problems and issues that had to be solved or surmounted in the states was of prime concern, and discussions ensued throughout the two days which indicated that major efforts would have to be made during the months ahead in order to facilitate the provision of the needed services for older persons. Discussions focused upon major topics which were to some extent procedural, but resulted in many good suggestions and agreements reached by the participants on such matters as "How can linkages be established?"; "What are the goals and specific objectives of the state level agencies which can be merged and further facilitated by joint efforts?"; and "How best can the coordinated programs and unified systems designed at the state level be translated into active programs on the regional and local levels?"

The report of the specific discussion topics and the excellent suggestions supplied by the conferees was prepared as part of the "Summary of the Dissemination Workshops," and mailed directly to each of the participants. The expectation that the results of the conference will

produce further interest and extended activities in the states should be realized at an early date.

One of the expected results of the dissemination workshops occurred with some degree of regularity. The advocacy film described in earlier segments of this report was shown to the participants in all four of the dissemination workshops. The film was widely applauded, and its showing resulted in a comprehensive listing of possible uses for the film on national, state and local levels. The suggestion that the film be shown at the forthcoming White House Conference on Aging received immediate attention upon the conclusion of the dissemination workshops, and steps have been taken to assure that a print of the film "Growing Older--A Time for Growth" will be shown on a continuous basis when the White House Conference convenes in Washington in late November of 1981.

Evaluative criteria were produced in advance of the convening of the four regional information/dissemination workshops, and were utilized at the conclusion of each of the respective workshops. The results of the evaluation were positive and indicated a concern for the development of a coordinated system of attack upon the problems of the aging.

DISSEMINATION RESULTS

Project products were disseminated in accordance with the approved dissemination plan. Copies of the State-of-the-Art, Planning Paper and the Program Guide were distributed to participants at each of the dissemination workshops. Copies of each document were disseminated to those recipient agencies and organizations identified in the Dis-

semination Plan along with an accompanying transmittal memo. A copy of the memo is contained in the appendix. The promotional brochures were mass disseminated according to the listing contained in the Dissemination Plan. Persons and agencies requesting information will be sent a copy of the promotional brochure. Requests for documents will be honored until the supply is exhausted.

ADVOCACY FILM DISTRIBUTION

Immediately upon the review of the film at the interlock stage, permission was granted by the Project Officer to proceed with film development and distribution and the option for seventy-three additional prints exercised. The prints were subsequently sent to state directors of vocational education, the directors of the regional curriculum laboratories, and to major national agencies with a direct concern for the educational and training needs of older persons. A covering letter accompanied the complimentary prints and listed over twenty suggested uses for the film. A copy of these suggested uses may be seen in the appendix. For the most part, these were the suggestions supplied to the co-directors of the project from the regional information dissemination workshops held in four urban centers in the United States.

The ready accessibility of the advocacy film in each of the states, in the regional curriculum laboratories and from national agencies having a concern for the aging should provide more than adequate availability for the film utilization in the nation. Also, as indicated earlier, the plan to screen the film on a continuous basis at

Conserva, Inc.

the forthcoming White House Conference on Aging may result in a great many additional requests for the utilization of the film for specialized purposes.

CONCLUSIONS

The purpose of this project was to identify, analyze, describe and disseminate information about policy and planning issues, service needs, service providers, alternative service models and programmatic service operation in order to improve the opportunities of older persons to acquire vocational skills and to enable them to serve in a manner that would utilize their accumulated knowledge, skills and experience. To accomplish this broad goal, it was important to the project that efforts be made to establish communication linkages in the states; to identify and collect relevant information concerning policy and the strategies needed to achieve policy; to assemble in-depth data and provide and in-depth analysis of the information which would be useful in policy-making, planning and program implementation; to conduct four regional workshops for the purpose of developing diffusion strategies and linkages; and finally to develop and disseminate background papers and technical assistance materials. All of these efforts were proposed as the procedures best adapted to increasing the awareness of the roles of vocational education and training for older persons.

To accomplish the goal of increased awareness, CONSERVA produced a series of information documents and a fifteen-minute sound and color motion picture film. These were deemed important in meeting the challenge of developing a coordinated and unified thrust to provide the

needed vocational education and training services in connection with preparation of older persons for the workforce.

Throughout the project, it was recognized that the identification of problems, issues and alternative solutions would require the assistance of experts drawn from a variety of sources. Thus, a Technical Advisory Group (TAG) and a Review Committee were established to ensure input from external sources. Their advice, comment, recommendations and even cautions were invaluable in the preparation and revision of project products. At the workshops, the press for external involvement culminated in careful consideration of the strategies that were needed and the resources that would be required in order to produce the needed linkages between agencies, and the wisdom on "how best" to provide vocational education and training for older persons.

Based on an integration of information obtained from all sources contacted or encountered during the course of the project, the following conclusions appear warranted:

1. There is an urgent need to obtain top level administrative support from all agencies that are concerned with the problems of the aging. At the same time, these agencies must adopt a philosophy which will enhance the jointure of their respective services in the interest of meeting the needs of older persons.

2. There should be an enhanced effort to meet the needs of older persons with regard to vocational education and training. Every effort should be made to integrate this activity within the existing vocational education systems.

3. Serving the needs of older persons is predominantly a local or area activity. While it is recognized that planning, organization, and to some extent funding must proceed from a national and

state level, the actual program which prepares older persons for employment will be at the area or local level. Hence, at the very inception of a system designed to meet the needs of older persons, every effort must be made to link the national, state, regional and other activities to those of a local nature, and also to those agencies in the local community that evidence interest and concern for the training and employment of older persons.

4. The vocational education and training needed by older persons is not yet a top priority in any of the three major agencies (vocational education, adult education, agencies that administer to the needs of the aging). Therefore, there can be no concerted, unified or appropriate program of vocational education and training for older persons until each agency elevates this area to a priority concern.

5. Older persons may have to generate much more interest in their own needs and in obtaining the services required to ready them for employment. They may have to take a strong advocacy position themselves and make subsequent demands for their education and training, since there is little likelihood at the present time that any of the major agencies concerned with older persons will accord the vocational education needs of older persons a top priority. Assigning or re-assigning dollars within an agency and marking the re-assignment of those dollars specifically for employment and training services to older persons is still a matter which will require considerable time and policy change within agencies, before positive action in this regard may be effected.

6. There is strong evidence that a major problem in achieving a consistent and unified program is rooted in the overwhelming inclinations of the three major agencies in establishing and protecting their own "turf." The future will demand that the three agencies carefully examine their specific agency goals and responsibilities, and seek the policies and policy administration necessary to establish a coordinated network of social and employment services for older persons.

7. The incentives required to elevate the priority accorded to the vocational preparation of older persons for the workforce are an important matter and should receive early attention. There are so many disincentives in operation at the present time that counteracting incentives of equal or greater power are needed to promote the realization that moving up the priority level for training of older persons is or will soon be a demographic necessity.

8. Age-role stereotyping is a distinct problem that must be addressed with forthrightness and strength. Since stereotyping currently hampers the assignment of high priority for the employment and training of older persons, there is a critical need for stereotype removal, and the recognition that age is not a deterrent to needed services nor for equal access to appropriate vocational education and training.

9. It is not yet clear at the present time concerning how many older persons actually are serious about education and employment, and which sections of the broad older persons population are concerned enough about education and employment to seek training. The question whether many of the older persons require entry-level skills or re-entry-level skills in the labor force is likewise unresolved. The uncertainty as to the extent of need is currently contributed to by age-role sterotyping and discentives to continued employment that condition many older persons to accept the status quo as an irrevocable fact of life.

10. Attitudinal changes still represent a major hurdle to the employment and training of older persons. These attitudes as evidenced in the general public, in education agencies and in those agencies which represent the interests of the aging must be carefully assessed and procedures developed for evolving effective positive attitudinal perspectives. Still further, the attitudinal changes which are most centrally involved may have to do with the employers themselves. The reluctance of many employers to admit into active manufacturing and business programs the individuals of advanced age is a matter of great

> concern both to the public schools and institutions that conduct the programs for older persons, and also to the older persons themselves. The danger that investing several months or years of their time in training might not result in actual employment is an ongoing concern of many older persons that must be dealt with forthrightly and openly.

Finally, the accumulated experience and knowledge gathered in the course of this project represents but a beginning in improving the access of older persons to education and training services. If the momentum is to be maintained, the Department of Education must exercise its leadership to ensure that employment-related services for older persons becomes an articulated national priority and that adequate incentives are provided to induce state agencies to accept the challenge.

APPENDIX

TECHNICAL ADVISORY GROUP (TAG)
OLDER PERSONS PROJECT

Ms. Marcia Wilkins
Administration on Aging
330 Independence Avenue, S. W.
Washington, D. C. 20201

Ms. Shirley Bagley
National Institute on Aging - NIH
9000 Rockville Pike
Room 5, C-27
Bethesda, Maryland 20205

Dr. Richard Redmond
U. S. Department of Labor
601 D Street, N. W.
Room 6120
Washington, D. C. 20013

Dr. Sam Brightman
National Council of Senior Citizens
1511 K Street, N. W.
Washington, D. C. 20005

Dr. Mary C. Mulvey
95 Plymouth Road
East Providence, RI 02910

Dr. Sandra Timmerman
AARP/NRTA
1909 K Street, N. W.
Washington, D. C. 20049

Dr. Otho Jones
State Director of Vocational Education
Presidential Building
412 Twelfth Street, N. W.
Washington, D. C. 20004

Mr. Paul Mayrand
Older Workers Work Group
U. S. Department of Labor
601 D. Street, N. W., Room 6122
Washington, D. C. 20013

Dr. Donald Healas
Dean of Vocational Technical School
Boise State University
1910 University Drive
Boise, Idaho 83725

Technical Advisory Group Meeting
November 2, 1979
200 Independence Avenue, S.W.
Room 403A

AGENDA

Workshop to Delineate Project Plans
for the Identification of Issues Relating to the Role
of Vocational Education In Serving Older Persons

TIME	
8:30 A.M.	Registration and Materials Handout
9:00	Opening Statement (CONSERVA Project Staff)
9:15	Welcoming Remarks (USOE Project Officer)
9:30	Purpose of Workshop and Overview of Planned Activities
10:00	Break
10:15	Presentation and Open Discussion on the Requested Role of the TAG
11:30	Begin Task Presentations and Open Discussions
12:15 P.M.	Lunch
1:15	Continue Task Presentations and Open Discussions
3:00	Break
3:15	Completion of Task Presentations and Open Discussions
4:15	Discussion of Review Committee Composition
5:00	Summary and Wrap-up (CONSERVA Staff)
5:15	Concluding Remarks and Acknowledgements (USOE Project Officer)
5:30	Adjournment

PROJECT:	TITLE:	AUTHOR:	

PUBLISHER (Place, Name):	DATE:	VOL. NO.:	PAGES:
	ID NO.:		

SOURCE:	IDENTIFICATION METHOD:	TYPE OF DOCUMENT:

ABSTRACT:

REVIEW COMMITTEE MEMBERS - OLDER PERSONS

Ms. Jeanne Aronson, Director
1511 34th Street, NW
Washington, D.C. 20007

Dr. Melvin L. Barlow
Professor Emeritus UCLA
3264 Mountain View Avenue
Los Angeles, California 90066

Dr. C. B. Belcher, State Director
Division of Vocational Education
Department of Public Instruction
Raleigh, North Carolina 27611

Mr. Dean Clowes
Deputy Under Secretary of Labor
200 Constitution Avenue, NW
Washington, D. C. 20202

Dr. Marion B. Holmes
Director of Vocational Education
Division of Career Education
School District of Philadelphia
John F. Kennedy Building
734 Schuylkill Avenue
Philadelphia, PA 19146

Dr. Addison Hobbs
State Director of Vocational Education
State Education Building
200 West Baltimore Street
Baltimore, Maryland 21201

Ms. Betty Jo Hill, Consultant
Emerging Programs
Special Programs Section
Illinois State Board of Education
Department of Adult, Vocational and
Technical Education
100 North First Street
Springfield, Illinois 62777

Mr. Eugene Lehrmann, President AVA
5809 Dorsett Drive
Madison, Wisconsin 53711

Miss Wilma Ludwig, State Director
Vocational Education
State Department of Education
State Education Building
Santa Fe, New Mexico 87503

REVIEW COMMITTEE MEMBERS - OLDER PERSONS (Continued)

Dr. Gary Meers
300 W. Nebraska Hall
University of Nebraska
Lincoln, Nebraska 68588

Mr. Raymond C. Parrott, Executive Director
National Advisory Council on Vocational Education
425 13th Street, N. W., Suite 412
Washington, D. C. 20004

Mr. James Piscioneri, Executive Director
Home Care Corporation of Springfield, Inc.
1414 State Street
Springfield, Massachusetts 01109

Mr. Robert P. Van Tries
Assistant Commissioner
Division of Vocational-Technical Education
State Department of Education
Capital Square Building
St. Paul, Minnesota 55101

CONSERVA, INC.

REVIEW COMMITTEE WORKSHOP

FOR

PROJECT: IDENTIFICATION OF ISSUES RELATING TO THE ROLE OF VOCATIONAL EDUCATION IN SERVING OLDER PERSONS

SHOREHAM HOTEL, WASHINGTON, D. C. AUGUST 28, 1980

AGENDA

9:00 a.m.	Coffee and Danish
	Introduction of Workshop Participants
	Procedures for the Workshop
	Overview of the "Older Persons" Project
	Purpose and Objectives of the Program Development Handbook/Program Guide
	Review of the Handbook 1. Preface 2. Planning 3. Outreach 4. Supportive Services 5. Instruction 6. Employment Services 7. Coordination of Service Delivery 8. Training and Technical Assistance 9. Employing Older Persons as Volunteers
12:00 Noon	Lunch
1:15 p.m.	Continue Review of the Handbook
4:00 p.m.	Summary of Comments/Recommendations
	Adjournment

CONSERVA Staff Members:

Dr. Garry Bice and Dr. Joseph T. Nerden, Co-Directors

Ms. Sally M. Brower, Research Associate

Conserva, Inc.

SUITE 110-112 • 401 OBERLIN ROAD • RALEIGH, NORTH CAROLINA 27605
919/832-7717

PARTICIPANTS FOR CONSERVA WORKSHOP
ATLANTA DUNFEY HOTEL - APRIL 14-15, 1981

Mr. Bill Back, Supervisor
Adult Basic Education
KY Department of Education
Capital Plaza Tower
Frankfort, KY 40601

Dr. James A. Barge, Director
Special Programs
Division of Vocational Education
State Department of Education
Knott Building
Tallahassee, FL 32301

Ms. Helen Conner
Aging Section
Department of Human Resources
618 Ponce De Leon Avenue, NE
Atlanta, GA 30308

Mr. William F. Elliott, Deputy Director
Commission on Aging
2853 Fairlane Drive
Montgomery, AL 36130

Mr. Steve Freedman, Chief
Plans and Policy Section
N. C. Division of Aging
708 Hillsborough Street, Suite 200
Raleigh, NC 27603

Dr. Melvin H. Garner, Administrative Director
Vocational & Adult Education
P. O. Box 60
Richmond, VA 23216

Mr. Luther S. Hardin, Associate Director
Vocational, Technical and Adult Education
State Department of Education
407-D State Educational Bldg. West
Little Rock, AR 72201

Ms. Yvonne B. Hargrove
State Department of Education
817 S. Court Street
Montgomery, AL 36104

Mr. J. L. Holmes
Division of Vocational Education
State Department of Education
837 State Office Building
Montgomery, AL 36130

Ms. Joan Howe
National Council on Aging
Atlanta Equitable Building
Suite 525
100 Peachtree Street, NW
Atlanta, GA 30303

Ms. Joyce Jones
Arkansas Office on Aging
Suite 1428, Donaghey Bldg.
Little Rock AR 72201

Mr. Ted W. Keyes
Mississippi Council on Aging
Executive Building, Suite 301
802 North State Street
Jackson, MS 39201

Ms. Pam Lathrop, Senior Planner
Virginia Office on Aging
830 E. Main Street, Suite 950
Richmond, VA 23219

Mr. Happy Long
Commission on Aging
915 Main Street
Columbia, SC 29201

Dr. William D. May
Aging Program Supervisor
Aging and Adult Services
Dept. of Health & Rehab Services
1323 Winewood Blvd.
Tallahassee, FL 32301

Dr. Mary Mulvey
National Council of Senior Citizens
95 Plymouth Road
East Providence, RI 02910

Ms. Kathy Peay
Commission on Aging
703 Tennessee Building
535 Church Street
Nashville, TN 37219

Mrs. Sarah Ramsey, District Consultant
Home Economics Education
2160 West Hoffmeyer Road
Florence, SC 29501

Mr. Larry Roberson
NC Department of Community Colleges
State Education Building
Raleigh, NC 27609

Mr. James Shepard, Coordinator
Vocational, Technical and Adult Education Instruction
Arkansas Department of Education
308-D State Education Buildings
Little Rock, AR 72201

Mrs. Helen K. Shryock
Department of Education
Bureau of Vocational Education
2132 Capital Plaza Tower
Frankfort, KY 40601

Mr. Earl J. White, Supervisor
Adult and Vocational Education
P. O. Box 771
Jackson, MS 39205

Mr. Phillip White
Educational Specialist
Tennessee State Department of Education
805 1/2 Nashville Highway
Columbia, TN 38401

Mr. Ed Word
Georgia Department of Education
325 State Office Building
Atlanta, GA 30334

CONSERVA, Inc. Staff Members

Dr. Donald W. Drewes, President
CONSERVA, Inc.
401 Oberlin Road, Suite 112
Raleigh, NC 27605

Dr. Joseph T. Nerden
Senior Research Associate
CONSERVA, Inc.
401 Oberlin Road, Suite 112
Raleigh, NC 27605

Conserva, Inc.

SUITE 110-112 • 401 OBERLIN ROAD • RALEIGH, NORTH CAROLINA 27605
919/832-7717

PARTICIPANTS FOR CONSERVA WORKSHOP
RAMADA INN - ST. LOUIS AIRPORT - ARPIL 28-29, 1981

Mr. Lloyd O. Anderson
Continuing Education
Bismarck Jr. College
Bismarck, ND 58501

Mr. Bill Barnes
Supt. of Research
State Board for Community & Occupational Education
1313 Sherman Avenue
Denver, CO 80203

Ms. Yvonne Bender
State Department of Vocational and
Technical Education
1515 West 6th Street
Stillwater, OK 74074

Mr. Sam Brightman
National Council of Senior Citizens
1511 K Street, NW
Washington, DC 20006

Mr. Jim Bunyard
Department of Education
Region VII
Federal Office Building
601 East 12th Street
Kansas City, MO 64106

Mr. Gerald Chlebowski, Chief Supervisor
Vocational Education
4802 Sheboygan Avenue, 7th Floor
Madison, WI 53702

Ms. Louise Dailey, Manager
IL State Board of Education
100 North First Street
Springfield, IL 62777

Mrs. Yolanda Dolecki
Career and Adult Education
P. O. Box 480
Jefferson City, MO 65102

Mr. James H. Folkening, Supervisor
Community College Services Unit
P. O. Box 30009
Lansing, MI 48909

Ms. Billye Frazier
Special Unit on Aging
Department of Human Services
P. O. Box 25352
Oklahoma City, OK 73125

Mr. Tom Grimm
Iowa D.P.I. - Adult Education
Grimes State Office Building
Des Moines, IA 50319

Ms. Betty Jo Hill
IL State Board of Education
100 North First Street
Springfield, IL 62777

Mr. Elvin Long, Director
Adult Education
P. O. Box 480
Jefferson City, MO 65102

Mrs. JoDell Main, Director Adult Education
Southeastern Indiana Vocational School
Box 156, U. S. Highway 50
Versailles, IN 47042

Ms. Glenda Moyers, Supervisor
Adult Health Occupations
MN Department of Education
525 Capitol Square Building
550 Cedar Street
St. Paul, MN 55101

Mr. Paul A. Myers, Chief Consultant
Research Coordinating Unit
Texas Education Agency
Austin, TX 78701

Mr. Frank A. Oliverio
907 Ohio Departments Building
65 South Front Street
Columbus, OH 43215

Ms. Barbara Reichert, Training Coordinator
Bureau of Aging
1 West Wilson, Room 453
Madison, WI 53702

Dr. Mary Reiss, Director
Michigan Department of Education
Adult Extended Learning Service
P. O. Box 30008
Lansing, MI 48909

Mr. Bruce Russell, Deputy Director
Center for the Aging Studies
323 Lewis Hall
Columbia, MO 65211

Mr. Sheridan Skeen, Program Operations
Education and Training
Minnesota Board on Aging
204 Metro Square, 7th and Robert
St. Paul, MN 55101

Mr. Dan Stewart, Chief of Operations
Governor's Committee on Aging
P. O. Box 12786, Capitol Station
Austin, TX 78711

Mrs. Sally Vaughan, Training Officer
IL Department on Aging
421 East Capitol Avenue
Springfield, IL 62706

Ms. Mary P. Voorhees
415 Tenth Street
Des Moines, IA 50319

CONSERVA, Inc. Staff Members

Dr. Donald W. Drewes, President
CONSERVA, Inc.
401 Oberlin Road, Suite 112
Raleigh, NC 27605

Dr. Joseph T. Nerden
Senior Research Associate
CONSERVA, Inc.
401 Oberlin Road, Suite 112
Raleigh, NC 27605

Conserva, Inc.

SUITE 110-112 • 401 OBERLIN ROAD • RALEIGH, NORTH CAROLINA 27605
919/832-7717

PARTICIPANTS FOR CONSERVA WORKSHOP
HACIENDA HOTEL - EL SEGUNDO, CALIFORNIA - MAY 12-13, 1981

Mr. Jack Brickson
Staff Consultant and Field Supervisor
National Council on Aging
Los Angeles, CA

Mr. Edward Cordisco
Nevada Department of Education
400 West King Street
Carson City, NV 89701

Mr. Lee Dunn
California Department of Aging
1020 19th Street
Sacramento, CA 95814

Mr. Marvin Glasscock
Adult Education
College of Southern Idaho
Twin Falls, ID 83301

Dr. Harold Goff, Director
Adult Education
Len B. Jordon Bldg.
650 W. State Street
Boise, ID 83720

Ms. Natalie Gold
National Council on Aging
650 South Spring Street, Suite 719
Los Angeles, CA 90014

Dr. Brent H. Gubler, Specialist
Adult Education Services
250 East 500 South Street
Salt Lake City, UT 84111

Dr. Donald Healas
Dean of Vocational Technical School
Boise State University
1910 University Drive
Boise, ID 83725

Ms. Roben Hughes, Program Specialist
Executive Office on Aging
1149 Bethel Street, Room 307
Honolulu, HI 96813

Ms. Kathryn Kilroy
State Director of H.E. for Adults
1535 West Jefferson
Phoenix, AZ 85007

Mr. Carl Larsen, Consultant
Division of Adult Education and
Field Service
721 Capitol Mall
Sacramento, CA 95814

Mr. John B. McSweeney, Administrator
Division for Aging Services
505 East King Street
Kinkead Bldg., Rm. 600
Carson City, NV 89710

Dr. Jewell Manspeaker, Specialist
Community College Planning Services
Department of Education
700 Pringle Parkway SE
Salem, OR 97309

Mr. Lloyd Nelson
Division of Aging
Dept. of Social Services
150 West North Temple, 3rd Fl.
Salt Lake City, UT 84102

Mr. Patrick O'Leary, Director ABE
Adult Learning Center
529 N. Warren Street
Helena, MT 59601

Ms. Celina Smoza
Aging and Adult Administration
P. O. Box 6123
Phoenix, AZ 85077

Ms. Barbara White
Coordinator of Research and Development
Office of Vocational Education
2327 Dole Street
Honolulu, HI 96822

Mr. Ken Wilkes
Assistant Director for Planning
Idaho Office on Aging
Statehouse
Boise, ID 83720

CONSERVA, Inc. Staff Members

Dr. Donald W. Drewes, President
CONSERVA, Inc.
401 Oberlin Road, Suite 112
Raleigh, NC 27605

Dr. Joseph T. Nerden
Senior Research Associate
CONSERVA, Inc.
401 Oberlin Road, Suite 112
Raleigh, NC 27605

Conserva, Inc.

SUITE 110-112 • 401 OBERLIN ROAD • RALEIGH, NORTH CAROLINA 27605
919/832-7717

PARTICIPANTS FOR CONSERVA WORKSHOP
HOLIDAY INN-CENTER CITY - PHILADELPHIA, PA - MAY 26-27, 1981

Mr. Vic Barocas
National Council on Aging
600 Maryland Avenue, SW
West Wing 100
Washington, DC 20024

Mr. Edward Bartley
Regional Representative
National Council on Aging-Older Workers Project
60 E. 42nd Street
Lincoln Bldg., Suite 1465
New York, NY 10165

Mr. Henry Bissex
Division of Adult Education Services
Vermont State Department of Education
Montpelier, VT 05602

Mr. Sam Brightman
National Council of Senior Citizens
1511 K Street, NW
Washington, DC 20006

Dr. Anthony V. Cipriano
Bureau of Postsecondary Occupational Ed
31 St. James Avenue
Boston, MA 02116

Mr. Fred N. Creed, Jr.
NH State Council on Aging
14 Depot Street
Concord, NH 03301

Mr. John P. Creighton
MD State Department of Education
Division of Instruction
200 West Baltimore Street
Baltimore, MD 21201

Dr. Joseph DeSantis
State Department of Education
200 W. Baltimore Street
Baltimore, MD 21201

Mr. William A. Farrell, Consultant
Adult Education
RI Department of Education
Bureau of Vocational-Technical Education
Roger Williams Bldg., Rm. 222-B
22 Hayes Street
Providence, RI 02908

Ms. Eva Hester, Director of Volunteers
Department of Elder Affairs
110 Tremont Street
Boston, MA 02108

Ms. Elizabeth Jutras
Chief, Special Services
Department of Elderly Affairs
79 Washington Street
Providence, RI 02903

Ms. Marietta King, Program Specialist
Department of Aging
Rm. 404, Finance Bldg.
Harrisburg, PA 17120

Mrs. Sylvia W. Liggins
District of Columbia Public School Voctional Education
1222 Edenville Drive
District Heights, MD 20028

Mr. Larrie McLamb
Division of Adult Education and
Training Programs
PA Department of Education
P. O. Box 911
Harrisburg, PA 17108

Ms. Frances Olrich
Bunker Hill Community College-Open College
Charlestown, MA 02129

Mr. J. Nelson Parker
West Virginia Commission on Aging
State Capitol
Charleston, WV 25305

Dr. G. William Porter
Deputy Chief
NH State Dept. of Ed
Voc-Tech Division
105 Loudon Road
Concord, NH 03301

Mr. William J. Spellecy
Title V Unit - New York State Office
for the Aging
Empire State Plaza, Agency Bldg. #2
Albany, NY 12223

Ms. Lois Stewart
NJ Division on Aging
363 W. State Street
Trenton, NJ 08625

Mr. Carl S. Thomas, Assistant Director
Bureau of Voc-Tech Ed
Building Six, Room B-221
1900 Washington Street East
Charleston, WV 25305

Mr. McKinley Wardlaw, Jr.
State Supervisor
Vocational Education Special Programs
P. O. Box 1402
Dover, DE 19901

CONSERVA, Inc. Staff Members

Dr. Donald W. Drewes, President
CONSERVA, Inc.
401 Oberlin Road, Suite 112
Raleigh, NC 27605

Dr. Eric Rice, Senior Researcher
CONSERVA, Inc.
1735 I Street, NW, Suite 805
Washington, DC 20006

AGENDA

WORKSHOP ON EDUCATION AND TRAINING OF OLDER ADULTS

Dunfey Atlanta Hotel
Atlanta, Georgia

April 14-15, 1981

TUESDAY, APRIL 14

9:00-9:30 A.M.	Registration *Room: Paces East*
9:30-10:00 A.M.	Welcoming Remarks and Orientation J. T. Nerden and D. W. Drewes (Project Co-Directors)
10:00-10:15 A.M.	Introductions
10:15-10:30 A.M.	"Older Persons and the World of Work" Dr. Mary Mulvey National Council of Senior Citizens
10:30-10:45 A.M.	Coffee Break
10:45-11:00 A.M.	Film - "Growing Older--A Time for Growth" J. T. Nerden (Project Co-Director)
11:00-11:30 A.M.	Group Discussion Session Topic: Educational Implications of Rising Tide of Older Persons J. T. Nerden and D. W. Drewes
11:30-12:30 P.M.	Structured Group Session Topic: Education and Employment Needs of Older Adults Group I: D. W. Drewes *Room: Paces East* Group II: J. T. Nerden *Room: Paces West*

12:30-1:30 P.M.	Lunch
1:30-1:45 P.M.	Presentation of Structured Group Results *Room: Paces East* J. T. Nerden and D. W. Drewes
1:45-3:15 P.M.	Forced Field Analysis Session Topic: Role of State Agencies in Coordination and Linkage Group III: D. W. Drewes *Room: Paces East* Group IV: J. T. Nerden *Room: Paces West*
3:15-3:30 P.M.	Coffee Break
3:30-4:00 P.M.	Brainstorming Session *Room: Paces East* Topic: Ways to Stimulate Local Interest and Initiative D. W. Drewes and J. T. Nerden
4:00-4:30 P.M.	What's Happening in the States? Participant presentations describing innovative programs and new materials of interest
4:30-4:45 P.M.	Overview of Second Day's Activities J. T. Nerden
4:45 P.M.	ADJOURNMENT

WEDNESDAY, APRIL 15

9:00-9:45 A. M.	Summary of Previous Day's Activities and Discussion of Project Products *Room: Paces East*
9:45-10:00 A.M.	Coffee Break
10:00-11:00 A.M. and 11:00-12:00 Noon	Issue Discussion Session (Each session will be repeated) Issue: What emphasis should be given to education training of older persons for employment? Group I: J. T. Nerden *Room: Paces East* Issue: Do mature learners require special attention to succeed? Group II: D. W. Drewes *Room: Paces West*
12:00-1:00 P.M.	Lunch
1:00-2:30 P.M.	Preparation of State Plan for Older Persons *Rooms: Paces East and Paces West* State Teams
2:30-3:00 P.M.	State Reports *Room: Paces East*
3:00-3:30 P.M.	Evaluation and Wrap-Up J. T. Nerden and D. W. Drewes
3:30 P.M.	ADJOURNMENT

AGENDA

WORKSHOP ON EDUCATION AND TRAINING OF OLDER ADULTS

Hacienda Hotel
at Los Angeles International Airport
525 Sepulveda Boulevard, El Segundo, California

May 12-13, 1981

TUESDAY, MAY 12

8:30-9:00 A.M.	Registration *Room: Center International*
9:00-9.30 A.M.	Welcoming Remarks and Orientation J. T. Nerden and D. W. Drewes (Project Co-Directors)
9:30-10:00 A.M.	Introductions
10:00-10:15 A.M.	"Older Persons and the World of Work" Mr. Sam Brightman National Council of Senior Citizens
10:15-10:45 A.M.	Film - "Growing Older--A Time for Growth"
10:45-11:00 A.M.	Coffee Break
11:00-12:00 A.M.	Discussion of Project Products D. W. Drewes
12:00-1:00 P.M.	Lunch
1:00-1:30 P.M.	Overview of Selected Problems/Issues D. W. Drewes *Room: Center International*

1:30-2:30 P.M. **Conferences**

Topic: The urgent need to provide for the employment and training needs of older adults through improved state level planning.

Group I: D. W. Dreves
Room: Center International

Topic: How should the specific roles of vocational education, adult education, and of the state agencies on aging be identified and facilitated in order to ensure that employment and training needs of older persons be met?

Group II: J. T. Nerden
Room: Right International

2:30-3:30 P.M. **Conferences**

Topic: How should the functions and activities of vocational education, adult education and the state unit on aging be coordinated so as to achieve an integrated approach to meeting the employment and training needs of older persons?

Group I: J. T. Nerden
Room: Center International

Topic: In times of limited resources, what steps could be taken to create alternative ways for efficient delivery of employment and training services to older adults?

Group II: D. W. Dreves
Room: Right International

3:30-3:45 P.M. Coffee Break

3:45-4:30 P.M. Reports from Conference Groups
(5 minutes each)

Room: Center International

4:30 P.M. ADJOURNMENT

WEDNESDAY, MAY 13

9:00-9:15 A. M.	Briefing on the Activities for the Day J. T. Nerden *Room: Center International*
9:15-10:15 A.M.	General Group Discussion Topic: Ways to motivate and continually stimulate local interest and initiative to engage in vocational preparation of older persons. J. T. Nerden *Room: Center International*
10:15-10:30 A.M.	Coffee Break
10:30-11:15 A.M.	General Group Discussion What are the broad educational implications of an increasing number of older persons being served by vocational education? Group III: J. T. Nerden *Room: Right International* Group IV: D. W. Drewes *Room: Center International*
11:15-12:00 Noon	Participant Problem Discussions Group III: J. T. Nerden *Room: Right International* Group IV: D. W. Drewes *Room: Center International*
12:00-1:15 P.M.	Lunch
1:15-2:15 P.M.	Preparation of Major Points of Emphasis in the State Plan for Older Persons *Rooms: Right and Center International* State Teams

2:15-3:00 P.M.	State Reports and Discussions (5 minutes each) *Room: Center International*
3:00-3:10 P.M.	Evaluation of the Workshop *Room: Center International*
3:10-3:20 P.M.	Final Message from Project Co-directors
3:20 P.M.	ADJOURNMENT

Conserva, Inc.

RALEIGH, NORTH CAROLINA • WASHINGTON, D. C.

June 30, 1981

Dear :

For the past 21 months CONSERVA, Inc., operating under a contract with the United States Department of Education, has been involved in research and development activities on issues pertaining to the role of vocational education in serving older persons. Complimentary copies of the State-of-the-Art, the Planning Paper and the Program Guide developed during the course of the project are enclosed.

A print of a film developed as a project product is being mailed to you under separate cover, courtesy of the United States Department of Education. We hope that you will be able to utilize these products and the advocacy film to support your effort to promote the vocational preparation of older persons for productive and meaningful employment.

During four regional dissemination workshops the film was exhibited to a number of state vocational education leaders, to personnel concerned with all phases of adult education, and to state agencies on aging. Numerous suggestions have come from the workshop participants with regard to various ways in which the film may be utilized in order to further promote and stimulate vocational education for older persons. On the attached page are some of the suggestions made by workshop participants concerning their intended uses of the film, and after you have viewed the film we anticipate that you will have some additional ideas concerning some special audiences that should see the film in your own state.

If there is any additional information that we at CONSERVA may supply to you with regard to any of the products of the project which is now nearing completion, please write or call us.

Yours very truly,

Donald W. Drewes

Joseph T. Nerden
Project Co-Directors

DWD;JTN:ms
Enclosures

Suite 110-112 • 401 Oberlin Road • Raleigh, North Carolina 27605 (919/832-7717)

SUGGESTIONS FOR FILM UTILIZATION

- For television stations that wish to perform a public service, the film is ideal for a fifteen minute presentation.
- For meetings of the State Boards of Vocational Education and the State Board of Education.
- For annual or regional meetings, convocations, or other similar gatherings of vocational personnel on the state level.
- For a meeting of the State Advisory Council on Vocational Education.
- For meetings of county, city, or local advisory committees on vocational education.
- For meetings of service clubs.
- For use with local community action groups.
- For viewing by total staffs of vocational and technical institutions, comprehensive high schools and community colleges.
- For use with local senior citizen groups.
- For utilization with and by local agencies that devote their time to the affairs of the aging.
- For viewing by local, county or district school boards.
- For use with higher education authorities, including those who manage the affairs of two-year community colleges or technical institutes, and those who manage the affairs of the traditional four-year colleges and engineering schools.
- For continuous viewing on the occasion of "Open House" activities at vocational schools.
- On occasions when the Advisory Committees for the respective curriculums meet and discuss matters of curriculum updating and modification.
- Where coordinated agencies of educators and associations dealing with the affairs of the aging have been formed into a network, the film has distinct promotional and stimulating characteristics that should be capitalized upon.
- One recommended procedure that should have highly complementary effects is to splice on a film trailer at the end of the film which names and describes the agencies, and provides the addresses to which older persons may write or call for specific information on occupational education and job preparation. Each state should feel free to design its own trailer and to utilize it to further promote vocational services for older persons.

Conserva, Inc.

RALEIGH, NORTH CAROLINA • WASHINGTON, D. C.

MEMORANDUM

TO: Representatives of Vocational Education, Adult Education and Agencies on Aging

FROM: Donald W. Drewes, President

SUBJECT: Products of the Project, "Identification of Issues Relating to the Role of Vocational Education in Serving Older Persons."

DATE: June 30, 1981

Enclosed are three documents which CONSERVA recently produced under contract with the U. S. Department of Education. We are providing you with these three complimentary copies as part of the dissemination activities funded by that contract. Also enclosed is a brochure which describes the documents and provides additional information concerning their availability. Our supply of these documents is limited, so if you wish to order additional copies we suggest that you place your order soon.

In the event that you are not familiar with CONSERVA, we are a research and consulting firm specializing in vocational education and related human resource development efforts. Much of the work conducted by our firm is national in scope, although we also provide services to state and local educational agencies. Particular areas of organizational expertise are program planning and evaluation. If you would like additional information about the services which we provide, please contact me at our Raleigh office.

We hope that you will find the enclosed documents to be of interest and use to you and your agency.

DWD:ms

Enclosures

Suite 110-112 • 401 Oberlin Road • Raleigh, North Carolina 27605 (919/832-7717)

Conserva, Inc.

RALEIGH, NORTH CAROLINA • WASHINGTON, D. C.

MEMORANDUM

TO: Workshop Participants

FROM: Drs. D. W. Drewes and J. T. Nerden

SUBJECT: Summary of Conferences at Regional Information Dissemination Workshops

DATE: June 30, 1981

Your participation in the regional workshop for "Education and Training for Older Persons" helped to assure its success.

We at CONSERVA appreciate the time and effort you put into the workshop activities, and especially your valued comments, suggestions and overall wisdom that we trust we caught and recorded on the flip charts.

We are pleased to send you a summary of the outcomes of the several conferences, and we trust that you will note in the summary your contributions and those made by other participants in the other workshops as they addressed similar conference topics.

We wish you much success in your work of promoting education and training for older persons, and we trust that our professional paths will cross again one day soon.

DWD:ms

Enclosures

Suite 110-112 • 401 Oberlin Road • Raleigh, North Carolina 27605 (919/832-7717)

PROJECT ABSTRACT

CONTRACT NUMBER: 300790706

PROJECT TITLE: Identification of Issues Relating to the Role of Vocational Education in Serving Older Persons

PROJECT DIRECTOR AND ORGANIZATION: Dr. Donald W. Drewes and
Dr. Joseph T. Nerden
CONSERVA, Inc.
401 Oberlin Road, Suite 112
Raleigh, NC 27605

CONTRACT PERIOD: October 1, 1979 - March 31, 1981

FUNDING LEVEL: $183,497.00

The overall goal of this project is to identify, analyze, describe, and disseminate information about the policy and planning issues, service needs, service providers, alternative service models and programmatic service operations that will lead to improved opportunities for older persons to obtain vocational skills training and to serve in a manner that utilizes their accumulated knowledge, skills and experiences. In order to achieve that intent, project activities will be directed to the following objectives: (1) the establishment of communication linkages with the numerous public and private agencies, organizations and groups concerned with the welfare of older persons; (2) the identification and collection of relevant information of use to policy makers and planners in the formulation of goals, objectives and strategies for improved access of older persons to vocational programs; (3) the in-depth analysis of the collected data to determine the information relevant to policy-making, planning and program implementation; (4) conducting four regional dissemination workshops to promote the linkage of vocational education into a comprehensive delivery system for providing social services and skills to older persons; and (5) the development and dissemination of background papers and technical assistance materials to further continuation of project objectives beyond the duration of the contract.

PRODUCTS:

In completing the work of this project, promotional fliers, a summary of the state-of-the-art, a policy planning guide, a program development handbook (a practitioner's guide), a 16mm orientation film and a final project report will be produced.

APPROACH:

A nine member Technical Advisory Group (TAG) will provide guidanceto the project. CONSERVA staff will conduct a comprehensive literature review and develop a summary of the state-of-the-art, program guide and planning paper. In addition, a fifteen member review committee will review and critique the program guide.

A 16mm color, sound film will be developed to provide information concerning vocational education for older persons. The film will be approximately 18 minutes in length and will provide an informational background on vocational training and resultant employment opportunities available to older persons.

Promotional brochures will be designed and developed and four regional workshops will be conducted as part of the dissemination plan for the project.

Form #1 Conference Planning Assessment Sheet

_____
Hotel

_____
City

_____
Sales Representative

Project _____

Hotel Location _____

Dates of Workshop _____

Alternative Dates _____

SLEEPING ROOM ACCOMMODATIONS

_____ (Expected No.) single rooms available? Yes/No

Room rates: Single _____ Double _____

Special group rates:

or

Special government rates:

Free suites provided? Yes/No

CONFERENCE FACILITIES

Large meeting room to hold _____ (Expected No.) persons? Yes/No

Cost: _____

_____ (No.) breakout rooms to hold _____ (Expected No.) persons? Yes/No

Cost: _____

Additional facility information:

** Latest date reservations will be held to: _____

ACCESSIBILITY

Barrier-free facility? Yes/No

_____ ambulatory rooms
(No.)

Meeting room accessibility:

Restaurant & public restroom accessibility:

Handrails, ramps & elevators where needed? Yes/No
(permanent ramps, non-service elevators)

Doorways 28" wide to accommodate wheelchairs? Yes/No

MISCELLANEOUS

Proximity to airport:

Bus/limousine service to/from airport? Yes/No Cost: _____

Proximity to other hotels for overflow:

Ample area restaurants: Yes/No

INFORMATION TO BE MAILED

Send information on:

- meeting rooms (brochures)
  - dimensions, shapes, capacity
- audiovisual and equipment rentals
- hotel dining facilities
- catering service - menus and prices
- danish and coffee charges
- cash bar charges
- conference packet

TRAVEL AND SUBSISTENCE REIMBURSEMENT

Workshop participants will be reimbursed for workshop related travel expenses which comply with the following rates. (Original receipts are required for all reimbursable expenditures.)

Transportation. Airfare will be reimbursed at the prevailing coach rate. If coach seats are not available, first class seating will be reimbursed only if approved in advance. Originals of the receipts are necessary for airfare reimbursement. Participants who received prepaid airline tickets must return the final page of the ticket to CONSERVA with their reimbursement form and other receipts. Reimbursement forms must be addressed to Ms. Peggy McCauley, CONSERVA, Inc., 401 Oberlin Road, Suite 112, Raleigh, North Carolina 27605.

The use of personal automobiles in conjunction with workshop travel will be reimbursed at the same rate per mile as that allowed by the Internal Revenue Service ($ .20 per mile) provided that the total reimbursement for mileage, tolls, meals and lodging while on route does not exceed the lowest airfare between the points of departure and destination. Where more than one workshop participant is traveling in the same automobile, the total amount allowed for such travel among those participants will not exceed the total costs had they traveled by plane.

Public ground transportation (subway, bus, etc.) should be used if convenient. Airport limousine service should be used whenever possible between hotels and airports. Taxi fares will be reimbursed if the point of

departure and destination are indicated on the travel reimbursement form. Receipts are required for taxi fares and parking charges. Tips to taxi drivers, hotel employees, etc., are not reimbursable.

Lodging and Meals. Hotel bills and meals will be reimbursed up to $47.00 per day, including tax. Telephone calls are not a reimbursable expenditure. Original hotel receipts are necessary for reimbursement. Receipts are also required for reimbursement for meals. Liquor or wine is not a reimbursable expense. Taxi or other transportation charges to or from restaurants will be treated as part of the cost of the meal and therefore will only be reimbursed if the total cost of meals plus taxi does not exceed the allowable per diem rate. Tips will not be reimbursed.

On partial days of travel, reimbursement for meals will be allowed as follows: Breakfast, $3.00; Lunch, $4.00; Dinner, $8.00. Breakfasts will be reimbursed when the participant leaves home before 7:00 or returns after 8:00 A.M.; lunches will be reimbursed when the participant leaves home before 12:00 noon or returns after 1:00 P.M.; dinners will be reimbursed when the participant leaves home before 7:00 P.M. or returns home after 7:00 P.M. Reimbursement is not allowed for meals while the traveler is on a flight during which meals are served.

HANDOUT: FOCUSED PROBLEM DISCUSSION (Background Information)

DID YOU KNOW THAT--

- o 14% of those 65 and above have incomes below Government defined poverty level.
- o 20% of those 65 and above in the South are below current poverty index.
- o Labor force participation rates for older adults are falling.
- o For those older adults not in labor force, only one in ten indicated inability to work as the major reason.
- o Workers tend to age out of craft occupations and into sevice occupations.
- o Once unemployed, older workers experience longer periods of unemployment.
- o Unemployed older workers are more likely to become discouraged and to drop out of the labor force.
- o Survey shows that of those 65 and not working,
  - 2.2 million feel that they have skills that they are not allowed to use.
  - 3 million are interested in learning new skills.
  - 4 million would like to be gainfully employed.
- o Effects of inflation eroding financial security provided by pension benefits,
  - $10,000 savings in 1967 worth only $4,000 today.
  - At a 10% inflation rate, real value of dollar decreases to sixty-two cents in five years, thirty-nine cents in ten years and fifteen cents in twenty years.

HANDOUT: STATE PLANNING SESSION

Purpose: To provide a structured opportunity for agency personnel to: 1) become familiar with each other's role, 2) jointly identify major needs in improving or expanding employment related education and training opportunities for older adults in your state and 3) suggest alternative coordinative strategies for meeting these needs.

Product: A written statement of jointly determined needs and suggested strategies for serving these needs.

Procedure: Step 1. List three to five unmet employment and training needs of older adults.* Describe in detail for each need:

- o the target group in need
- o the specification of the need in terms of the designated lack or a discrepancy between a desired and actual state of affairs.

Step 2. For each need identified, identify one or more major activities or services for meeting that need. You may want to consider such activities as program development, research and development, information networks, demonstration projects, workshops, etc.

Step 3. For each activity listed, describe product to be produced as a result of the activity. Products could be workshops, seminars, an outreach program, a research report, etc.

Step 4. Identify personnel responsible for carrying out that activity. You are encouraged to allocate duties so that personnel from several agencies share responsibility for product development.

Step 5. Indicate the time required to produce the product and the approximate delivery date.

*NOTE: Needs assessment and planning sheets will be provided by the session leader.

NEEDS ASSESSMENT

Unmet Need #1

Unmet Need #2

Unmet Need #3

PLANNING SHEET

UNMET NEED--

Major Activities for Addressing Need	Product	Personnel Responsible	Timeline

WORKSHOP EVALUATION

PLEASE RESPOND FULLY TO THE FOLLOWING ITEMS PRIOR TO YOUR LEAVING THE WORKSHOP. IMPRESSIONS OF YOUR EXPERIENCES AT THE WORKSHOP WILL ASSIST CONSERVA STAFF IN PLANNING AND CONDUCTING FUTURE WORKSHOPS AND CONFERENCES.

1. With which type of agency are you most closely associated?

   [ ] Secondary Vocational Education

   [ ] Postsecondary Vocational Education

   [ ] Adult Education

   [ ] State Agency on Aging

   [ ] Other : _____

2. What is your job title within the agency?

   _____

   _____

ANSWER THE FOLLOWING QUESTIONS BY CIRCLING THE APPROPRIATE NUMBER ON THE SCALE.

3. How well was the workshop planned and organized in terms of timing, communication, hotel and travel arrangements, etc?

   1 2 3 4 5 6 7
   Unorganized Organized

4. How applicable were the issues addressed by the workshop to your needs?

   1 2 3 4 5 6 7
   Unapplicable Very Applicable

5. How beneficial were the sessions:

   1 2 3 4 5 6 7
   Not Beneficial Very Beneficial

6. How useful were techniques utilized in identifying needs, roles and strategies?

   a. Focused Problem Discussion (dealing with priority problems/ issues)?

   1 2 3 4 5 6 7
   Not Useful — Very Useful

   b. Participant Problem Discussion (dealing with participant generated problems)?

   1 2 3 4 5 6 7
   Not Useful — Very Useful

   c. Brainstorming (identifying ways to stimulate local initiative)?

   1 2 3 4 5 6 7
   Not Useful — Very Useful

7. How much information and materials were presented?

   1 2 3 4 5 6 7
   Not Enough for the Time Expended — Too Much for the Time Available

8. How much do you feel you have learned regarding education and training of older persons?

   1 2 3 4 5 6 7
   Less than Expected — More than Anticipated

9. To what extent will you be able to apply what you have learned in your job?

   1 2 3 4 5 6 7
   Very Little — Considerable

10. To what extent do you feel that the workshop activities will assist you in improving the educational and employment opportunities for older persons?

    1 2 3 4 5 6 7
    Very Little — Considerable

11. Please add any further comments which you wish to make on the back of this page.

Conserva, Inc.

RALEIGH, NORTH CAROLINA • WASHINGTON, D. C.

CORPORATE BIOGRAPHY

CONSERVA, Inc. is a private research corporation with offices in Raleigh, North Carolina, and Washington, D. C. The firm specializes in adult education and staff development, vocational education, and employment training research and development. While most of the firm's projects are national in scope, CONSERVA also conducts specialized studies for state and local agencies concerned with the areas of our primary concern.

The evolution of the firm reflects a commitment to education and human resource development which transcends the history of the organization. Many of CONSERVA's professional staff members were drawn from the Center for Occupational Education at North Carolina State University, a regional research and development center which was displaced in 1975 by the single national research center concept contained in the Vocational Education Amendments of 1976. From that turn in legislative direction, members of the Center staff reorganized to form a new force in the now highly competitive field of contract research in vocational education. That force has continued to grow; in 1979 CONSERVA received more federal contracts for vocational education research than any other private research firm in the nation.

The types of studies conducted by CONSERVA are varied, yet each reflects a pertinent issue or problem confronted by a vocational educational agency, an adult education institution, a CETA prime sponsor, or a staff development program. Recent studies have ranged from the issues confronting educational programing in adult correctional institutions to developing vocational programs for new and emerging occupations. Other CONSERVA projects have focused on such areas as determining the informational needs of State Occupational Information Coordinating Committees, developing curriculum planning materials for coal miner training programs, evaluating local educational programs, evaluating CETA training programs, and developing facility requirements for new vocational education programs. More recently, CONSERVA was awarded contracts to determine the role that vocational education should play in providing services to older persons; to identify how vocational education can improve utilization of volunteers; to document the potential of vocational agriculture/agribusiness in urban areas; to process the information being collected by NCES as part of its vocational education data system (VEDS); and to develop teacher training curricular materials, instructional materials, and a viable model for staff development in related instruction for apprenticeship and training programs.

END.OF.DOCUMENT

Suite 110-112 • 401 Oberlin Road • Raleigh, North Carolina 27605 (919/832-7717)